

Title:	History of Sturgeon Fishing on the East Coast
Subject:	Sturgeon fisheries management
Author:	Rob Yeomans
Grade Level:	High School
Time Duration:	Two 90 minute blocks or two 45 minute periods and one pre-arranged class period with middle school students.
Overview:	Students are to read the article, “The Decline of the North American Species,” by Inga Saffron which is located in the book, <u>Sturgeons and Paddlefish of North America</u> . Students are to use the article to create a visual presentation of the history of sturgeon fishing. Presentation styles can be poster, PowerPoint, song, Google Earth Tour, etc. The presentations will be used to educate students in younger grades (middle school) as to the plight of the sturgeon to increase public awareness concerning this species.
Objectives:	Students will be able to: <ul style="list-style-type: none"> • Trace the decline of the sturgeon over time • Identify reasons for the decline • Explain the role key players had in this fishery • Contrast the past and present attitudes of people toward sturgeon • Educate young people concerning sturgeon
Materials:	<ul style="list-style-type: none"> • Inga Saffron’s article, “The Decline of the North American Species” in <u>Sturgeons and Paddlefish of North America</u>. • Computers • Poster Paper • Various art supplies on hand that the students may need
Procedure:	<p>Day 1 Near the end of class, ask the students what they know about sturgeon. Write all their responses on the board. Pass out the article to the students to read and take notes as a homework assignment. Tell the students they will be using the notes to create group presentations.</p> <p>Day 2 Tell the class they will get into groups and create presentations that will be shown to middle school children concerning the plight of sturgeon. The presentation can be a poster, PowerPoint, Google Earth Tour, song or some other style that the group has. The presentation should:</p> <ul style="list-style-type: none"> • Be visually appealing • Be age appropriate • Tell the story of the history of the sturgeon • Illustrate the importance of this species to humans over time • Describe how people are working to bring the species back • All members of the group must speak. Note cards are acceptable, but the students should make eye contact with their students at all times and not use their presentation as their source of information on which to speak. <p>Students have this entire class period to get into groups, decide their style and start creating their presentation.</p> <p>Day 3 At the start of class, ask the students to list the important historical highlights of sturgeon. The teacher should write them on the board. Teacher should raise questions to direct the students towards any important points that the class missed. When complete, have the students divide into their groups to finish</p>

	<p>their presentations.</p> <p>Day 4 Conduct presentations in middle school classes at pre-arranged time.</p>
Conclusion:	<p>The day after presentations, ask the class:</p> <ul style="list-style-type: none"> • How they felt about presenting • If they think their presentation informed their students • What they would do differently if they had to teach this topic again
Massachusetts Frameworks	<p>High School English</p> <p>3.14: Give formal and informal talks to various audiences and for various purposes using appropriate level of formality and rhetorical devices (grades 9 and 10)</p> <p>3.17: Deliver formal presentations for particular audiences using clear enunciation and appropriate organization, gestures, tone, and vocabulary (grades 11 and 12).</p> <p>High School Biology</p> <p>6.1: Explain how birth, death, immigration and emigration influence population size.</p> <p>6.2: Analyze changes in population size and biodiversity (speciation and extinction) that result from the following: natural causes, changes in climate, human activity and the introduction of invasive, non-native species.</p>

